



INSTRUCTIONAL PACKAGE

PSY 212

Abnormal Psychology

Effective Term

Fall 2018; Spring 2019; Summer 2019

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: Fall 2019; Spring 2019; Summer 2019

COURSE PREFIX: PSY 212

COURSE TITLE: Abnormal Psychology

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

This course will focus on the following and how it relates to abnormal psychology: its history, its present, research, different models of assessment, and clinical assessment, diagnosis, and treatment of psychological disorders.

COURSE DESCRIPTION:

This course is a study of the nature and development of behavioral disorders, including the investigation of contemporary treatment procedures.

PREREQUISITES/CO-REQUISITES:

PSY 201 with a minimum grade of "C" or better.

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Comer, Ronald J., and Comer, Jonathan S. (2018). *Abnormal Psychology*, 10th Edition. New York, NY: Worth Publishers: McMillian Learning.

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

None

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

CLASSROOM ETIQUETTE:

Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain behavior, development, and psychological disorders. Students are also encouraged to take notes. This course is designed to foster interaction, active learning, and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

POLICY REGARDING ACADEMIC MISCONDUCT (WHICH INCLUDES CHEATING ON TESTS, PLAGIARISM, AND FALSIFICATION OF INFORMATION)

Please review the "Student Rights and Responsibilities, Academic Misconduct" in the Horry-Georgetown Technical College Catalog and Student Handbook available in hardcopy and Online.

Classroom conduct: It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:

- First offense of disruptive behavior-Dismiss student from class "for a period" until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.

- Second offense of disruptive behavior-Dismiss student from class (or request Public Safety assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.

Academic Misconduct: Cheating, plagiarism, collusion, et al.

- Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.
- If academic misconduct is substantiated to the Professor's satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
 - Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
 - Assign a failing grade for the course (with consultation on student academic options including the appeal process)
 - Require the student to withdraw from the course
 - Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office. Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

*Horry-Georgetown Technical College Policy: No eating, drinking or smoking is permitted in the classroom.

Part II: Student Learning Outcomes

Instructors are encouraged to cover a minimum of fourteen chapters. The inclusion of the first two chapters is a must. As time allows, instructors may include additional chapters and Student Learning Outcomes. Specific chapters, depth of coverage, organization of the units, and assessment tools may vary from instructor to instructor.

*Please see the Instructor's Course Information Sheet for information on how the Instructor will organize the textbook materials, and what assessment methods he/she will use to assess student progress through these established Course Learning Outcomes.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Listed below are the Student and Course Learning Outcomes. These Learning Outcomes define what knowledge and skills a student is able to "do" or express after successful completion of this course.

Student Learning Outcomes:

- Analyze the development and etiology of psychological disorders.
- Investigation and evaluate contemporary treatment procedures for psychological disorders.

*Suggested Outline:

MODULE 1

Chapter 1: Abnormal Psychology: Past and Present

Chapter 2: *Research in Abnormal Psychology*

Chapter 3: Models of Abnormality

Chapter 4: Clinical Assessment, Diagnosis, and Treatment

*Assessment(s): Complete class review activity, handouts or quizzes.
Module Exam

1. Describe the different ways of defining abnormality from the perspectives of deviance, distress, dysfunction, and danger and why it is difficult to do.
2. Describe the main modern treatments of abnormality.
3. Discuss the impact of deinstitutionalization on the care and treatment of the severely mentally ill.
4. Describe the influence of managed care programs on the treatment of psychological abnormality?
5. Compare and contrast the current dominant theories in abnormal psychology.
6. Describe how abnormality was viewed and treated in the past- ancient Greek and Roman times to early 20th Century.
7. Describe the role of clinical researchers in the field of abnormal psychology.
8. Describe the case study, including its uses and limitations.
9. Describe the correlational method. What are the uses and limitations of correlational research?
10. Describe the experiment. Describe the reasons that experiments use control groups, random assignment, and blind design.
11. Describe the following alternative experimental designs: quasi-experimental design; natural experiments; analogue experiments; single-subject experiments.
12. Describe and assess the following models: biological, psychodynamic, behavioral, cognitive, humanistic-existential, and socio-cultural. Include how the main theorists of these models explained abnormal behavior and what treatments are used to help individuals.
13. Define clinical assessment and discuss the roles of the clinical interview, tests, and observations.
14. Describe the general features of the DSM-5.
15. List the major classification of disorders of the DSM-5.
16. Discuss the dangers of diagnosing and labeling in classifying mental disorders.
17. Discuss types and effectiveness of treatments for mental disorders.

*Suggested Outline:

MODULE 2

Chapter 5: Anxiety, Obsessive-Compulsive, and related Disorders

Chapter 6: Stress Disorders

Chapter 7: Disorders Focusing on Somatic and Dissociative Symptoms

*Assessment(s): Complete class review activity, handouts or quizzes.
Module Exam

1. Describe how the main perspectives define GAD.
2. Define the phobias, what causes them, and how are they treated.
3. Describe the features of Panic Disorder and discuss the biological and cognitive explanations and therapies of this disorder.
4. Discuss the major theories and treatments for OCD. Distinguish between obsessions and compulsions.
5. Define Stress Disorder and Posttraumatic Stress disorder, list typical symptoms, and provide psychological explanations and treatments for these disorders.
6. Describe the fight or flight response in stress and arousal.
7. Describe the physical Stress Disorders. Include the traditional and new Psychophysiological disorders.
8. Discuss typical psychological treatments for Psychophysiological disorders.
9. Describe Factitious Disorder, Conversion disorder, Somatic Symptom Disorder and Illness Anxiety Disorder. Include what the main perspectives state about them, what causes them and how they are treated.
10. Define the Dissociative Disorders. Include how theorists explain these disorders and what treatments are used to alleviate the symptoms.

*Suggested Outline:

MODULE 3

Chapter 8: Disorders of Mood

Chapter 9: Treatment for Mood Disorders

Chapter 10: Suicide

Chapter 11: Eating Disorders

*Assessment(s): Complete class review activity, handouts or quizzes.
Module Exam

1. Describe Unipolar Depression. Include the prevalence of the disorder, the symptoms, diagnosing the disorder, and what causes the disorder.
2. Define the Bipolar Disorders. Include the symptoms of mania, diagnosing bipolar disorders, and what causes them.
3. Describe the biological, psychological, and sociocultural perspectives of Depression.
4. Describe the major psychological approaches to treatment of Unipolar Depression.
5. Describe interpersonal psychotherapy and couple therapy.

6. What are the major biological approaches to Unipolar Depression? Describe ECT. Compare and contrast early antidepressants to currently used antidepressants.
7. How do the various approaches to treating depression compare?
8. Describe lithium therapy for bipolar disorder, including issues related to its use and its mechanism of action.
9. Describe adjunctive psychotherapy for bipolar depression. What is it and why is it important?
10. Define suicide and know the current prevalence.
11. Describe each of the four kinds of people who intentionally end their lives: death seekers, death initiators, death ignorers, and death darers. Also describe the category for subintentional death.
12. Know the effects of cultural factors, race, age, and sex on suicide rates.
13. Understand the common precipitating factors in suicide.
14. Discuss how mood changes, hopelessness, and dichotomous thinking are related to suicide.
15. Describe the common predictors of suicide.
16. Discuss the characteristics of suicide prevention programs.
17. Describe the major psychological approaches to treat someone with suicidal ideations.
18. List the central features of Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder, then discuss the age groups in which these eating disorders are most common.
19. Describe medical problems that can be caused by each of the major eating disorders.
20. Explain how each of the following factors can place a person at risk for an eating disorder: societal pressures, family environment, ego deficiencies and cognitive disturbances, mood disorders, and biological factors.
21. Describe the various treatments for eating disorders including weight restoration and resumption of eating, then discuss broader psychological changes, individual insight therapy, group therapy, behavior therapy, and antidepressant drugs, then discuss the aftermaths of these disorders.

*Suggested Outline:

MODULE 4

Chapter 12: Substance Use and Addictive Disorders

Chapter 13: Disorders of Sex and Gender

Chapter 14: Schizophrenia

Chapter 15: Treatments for Schizophrenia and Other Severe Disorders

*Assessment(s): Complete class review activity, handouts or quizzes.
Module Exam

1. Explain the terms "tolerance" and "withdrawal symptoms" and give examples.
2. Describe the typical effects of cocaine and contrast these with the effects of the other major stimulant, amphetamines, and caffeine.
3. Describe the general effect of the hallucinogen LSD.
4. Describe the current short-term and long-term effects of cannabis use.

5. Describe, compare, and contrast the psychodynamic, behavioral, cognitive, biological, and sociocultural explanation of substance abuse, then discuss the therapies of each view.
6. Describe the typical effects of depressants. Name a few and contrast these with the effects of other major depressants like sedative-hypnotic drugs and opioids.
7. Describe each of the four phases of sexual response cycle: desire, arousal, orgasm, and resolution and the disorders associated with each.
8. Discuss therapy for sexual dysfunctions.
9. Describe the Paraphilic Disorders including Fetishism and describe behavioral treatment for them.
10. Define and discuss Gender Dysphoria.
11. Describe the clinical picture of Schizophrenia including the positive and negative symptoms.
12. Distinguish between Type I and Type II Schizophrenia.
13. Discuss the psychodynamic, behavioral, existential, cognitive and sociocultural views of schizophrenia.
14. Summarize past institutional care and the improved institutional care of the milieu therapy and token economy programs.
15. Discuss the effectiveness and side effects of antipsychotic drugs.
16. Discuss new antipsychotic drugs.
17. Discuss the effects of psychotherapy on Schizophrenia, including insight, social, and family therapies.
18. Describe effective community care of individuals who suffer from Schizophrenia.

*Suggested Outline:

MODULE 5

Chapter 16: Personality Disorders

Chapter 17: Disorders of Childhood and Adolescence

Chapter 18: Disorders of Aging and Cognition

Chapter 19: Law, Society, and the Mental Health Profession

*Assessment(s): Complete class review activity, handouts or quizzes.
Module Exam

1. Define and discuss explanations and treatments for the “odd” Personality Disorders, including Paranoid, Schizoid, and Schizotypal.
2. Define and discuss explanations and treatments for the “dramatic” Personality Disorders, including Antisocial, Borderline, Histrionic, and Narcissistic.
3. Define and discuss explanations and treatments for the “anxious” Personality Disorders, including Avoidant, Dependent, and Obsessive-Compulsive.
4. Discuss difficulties involved in the categorizing of Personality Disorders.
5. Summarize the state of the field with respect to Personality Disorders.
6. Describe the prevalence of mental disorders among children and adolescents.
7. Describe persistent childhood anxiety disorders, childhood mood disorders, Oppositional Defiant Disorder, Conduct Disorder, and ADD/ADHD.

8. Describe the prevalence, symptoms, causes and treatments of Attention-Deficit/Hyperactivity Disorder.
9. Name and describe the elimination disorders. Discuss possible treatments.
10. Describe the symptoms of Autism Spectrum Disorder. Discuss the various etiologies and treatments that have been proposed.
11. Describe the prevalence of the various types of Intellectual Disability (Intellectual Developmental Disability), and discuss the environmental, genetic, and biological factors that contribute to Intellectual Disability. Describe and evaluate treatments and therapies for individuals with Intellectual Disability, including normalization programs and behavioral techniques.
12. Discuss the issues of old age and stress.
13. Describe the disorders of depression, anxiety, substance abuse, and psychotic disorders in later life.
14. Describe the disorders of cognition. Include the genetic, structural, and biochemical causes of Delirium, Alzheimer's Disease, and Other Neurocognitive Disorders, and the treatment utilized.
15. Summarize the anatomy and biochemistry of memory.
16. Describe the issues affecting the mental health of the elderly.
17. Define and discuss criminal commitment and insanity during the commission of a crime.
18. Discuss criticisms of the insanity defense.
19. Define and discuss criminal commitment and incompetence to stand trial.
20. Define civil commitment and include the topics of why one ought to consider commitment, current procedures, emergency commitments, who is dangerous, and criticisms of civil commitment.
21. Define and discuss the concept of protecting patients' rights. Include the topic of the right to treatment, the right to refuse treatment, and other patients' rights.
22. Discuss the concepts of business and mental health and economics and mental health.

****Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

All tangible measurements that are used for assessment of student course learning outcomes are at the discretion of the instructor and should be specifically outlined by the instructor. Methods that are appropriate for this course are but not limited to the following: discussion questions, assignments, portfolios, written comprehensive exams, research papers, group projects, and interviews with poster presentation of findings.

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Exams (2 to 5 Exams
including Final
Exam if applicable)

40% to 70%

Quizzes/Assignments

15% to 40%

Participation

0% to 10%

Papers/Projects/Portfolios/
Discussions

15% to 40%

Total (must add up to 100%) 100%

**Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.*

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

Horry-Georgetown Technical College GRADING SYSTEM:

90% to 100% A

80% to 89% B

70% to 79% C

60% to 69% D

below 60% F

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Any student missing more than two (2) weeks without notification will be withdrawn for excessive absences.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i>	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i>
Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu